College radio station Web sites: What people value in them, and why they use them.

Steven McClung, Ph.D.
Asst. Professor of Interactive Media
Florida State University

Contact:

Department of Communication
356 Diffenbaugh Building
Florida State University
Tallahassee, FL 32306-1531

Office: (850) 644-5034

E-Mail: steven.mcclung@comm.fsu.edu
WWW Site: http://excellent.com.utk.edu/~mcclung

Paper submitted to the BEA Student Media Advisors Division.
BEA Convention April, 2001.

INTRODUCTION

It seems everyone has a favorite Web site these days. There are thousands of sites that appeal to our need for entertainment, information, news, gossip, escapism and the list goes on. There are even World Wide Web sites that will allow a user to find a long lost high school friend (snowball.com, 2000) no matter where in the world she or he may be. The emergence of the World Wide Web has made our world smaller and the "Global Village" the Canadian seer Marshall McLuhan (1964) envisioned is upon us.

Traditional media have embraced the Web and there is an audience for these sites. Users of media pages have the ability to read electronic versions of hometown newspapers, listen to distant radio stations via audio streaming, and go to television sites that provide streaming video and information about local communities (Bates, et. al., 1996). The technology, in many instances, can be as entertaining as the information. In June 2000, at least 350 colleges and universities have Web sites for their radio stations (M.I.T., 2000) and that number is still growing. Apparently these institutions, for whatever reason, are finding value in the integration of Internet sites with their broadcast outlets, and people are surfing these sites. Advisers of these stations, in many cases, may be at a loss as to what content to put on the sites. To this point, no one has asked what people like about college radio sites, or why people use them.

LITERATURE REVIEW

Student-run college radio is seen as the training ground for those students trying to establish careers in the broadcasting industry (Brant, 1981, Thompsen, 1992, Pesha, 1997). Sometimes viewed as unprofessional, college stations have the reputation of playing music that is "left of center" (Esparza, 1999). College radio also has the

perception as being raw and cutting edge. College radio Web sites are often leaders in programming trends like promotional activities and use of innovative Internet technology, (McClung, 1999a). The student body is an integral part of any campus station and these stations and their accompanying Web sites are generally staffed and run by students.

These Web sites offer a particular challenge for the faculty and advisers who are charged with overseeing the operation of these pages. Cyberspace has been a challenge for journalism and mass communications programs around the country on several fronts. Legal and ethical issues are at the forefront of curricula consideration (Smethers, 1998). Programs are also working to teach students Internet design issues and strategies. Of course, there is always the issue of content. Do the people who are teaching the Internet component of mass communication know what audiences are using student cyber-media for?

College students naturally make up the core audience of a broadcast facility on a campus and generally college radio audiences are teens and people in their early to mid-twenties. That is not the case with the college radio station Web site, however. While the core audience (50%) of a college radio station Web site ranges in age from 18 - 25, nearly 45% of users of these Web pages are from 26 - 40 years old (McClung, 1999b), an age range that is considered to be non-traditional for college students. While this age range doesn't fit the typical college radio *station* user profile, it is more typical of an *Internet* user (Pitkow, 1999). With the noted differences in age ranges across both mediums, it asks the question, "Why are older users heading to college radio station Web sites?"

The genesis of mass media research dealt mostly mass media effects, however there were a few researchers in the 1940s that began looking at how audiences used the media. Based mainly on psychological constructs, these studies were contributing to the groundwork that would become the uses and gratifications approach. Cantril (1942) found sets of appeals to audiences in radio quiz programs and each set had unique audience gratifications. Herzog (1944) found that people who listened to daily serials (soap operas) found a number of gratifications in the programs including wishful thinking, emotional release, and even advice on appropriate behavior. Berelson (1949) conducted research with readers of a newspaper, which had ceased publication due to a worker strike, and found both "rational and non-rational" uses like providing information and providing social contacts. In the next two decades, researchers began to concentrate on how people use electronic media.

Radio use has a long history of examination from the uses and gratifications approach. Mendelsohn (1964) examined listeners in a New York City YMCA to find out what uses they had for radio. That study revealed four major reasons, which were news and information, mood accompaniment, companionship and release from psychological tension and pressure. Dominick (1974) found that younger people, mostly teenagers, use radio as a portable companion. While television has dominated the research from the uses and gratifications approach, radio has served as a foundation in this method of inquiry with many of these studies laying the groundwork for television and eventually, Internet use.

Through the use of factor analysis, Katz, Gurevitch and Haas (1974) found that different needs are indeed served by separate media. Newspapers served to help audience

members with "self confidence" and "self regulation." Movies, television and books contributed to "enjoying oneself" and books showed a tendency to serve in audience members "knowing oneself." Despite the findings of the study, it was also revealed that non-media sources like work, friends, lectures and holidays were said to be sources that were more gratifying than the media.

An important contribution to the uses and gratifications approach was conducted during the Israeli war of 1973. Peled and Katz (1974) used the opportunity to examine how people use media in a time of national emergency. This study determined that audiences can be extremely active with media use as "People eagerly awaited the explanations of leaders. They sought relief from anxiety in the media and in conversation. They used the media to participate in the national grief when the time came for mourning" (p. 65). This study revealed that television played a part in *social integration* that would boost a sense of pride in state and army (p. 64). This study was one of the first to isolate this use of media. The social integration function of media is, in part, the media enabling one to connect with family, friends and society (McQuail, 1972).

Rubin (1983) found that there were two basic television user types: those who used television for consumption and entertainment and those who used television content for nonescapist, information seeking (p. 37). That study revealed a series of motivation sets including relaxation, companionship, habit, pass time, entertainment, social integration, information arousal and escape (p. 41). These sets are typical of television use and many of the uses were found in previous uses and gratifications studies involving the Internet (Eighmey and McCord, 1995; Eighmey, 1997 Kaye, 1998; King, 1997; and Murphy, 1998). None of these studies examined college radio station Web sites.

However, Murphy (1998) and King (1997) did look at traditional broadcast Web sites (radio and TV pages) and Kaye makes the parallel between being a "Couch Potato" a term associated with television watching and a "Web Potato" (p. 21).

Kaye (1998) found that many of the same needs as articulated in the Rubin studies (entertainment, social interaction, passing time, escape, and information), along with Web site preference were motivations for using the World Wide Web. This study also revealed that about one-fourth of all respondents in the study report that they are spending less time with traditional media like television, radio, newspaper and magazines, since discovering the Web. King (1997) notes that patrons head to television station Web sites for uses such as "entertainment," "information/learning," and "companionship." Murphy (1998) notes many of the same reasons for surfing Classic Rock radio station Web sites. Classic rock Web site users also value such features as interactivity, being able to download files, and "access" to the radio station personalities in the form of bios and tidbits of information about the DJs. Murphy also notes anecdotally, that many users surf classic rock station pages to catch up on what's going on at home. Users noted, "It helps my wife keep up with her hometown station and events," (p. 353) and "The biggest reason I listen to it (audio streaming) is because I grew up with it and now that I live overseas, it's great to be able to listen to *my* station. KSHE is the one for me!" (p. 359). These user responses support the social integration function of media. However, Murphy did not specifically look for this particular use in that study.

METHODOLOGY

This baseline, exploratory study was an on-line based survey and the sample was self-selecting. While generalizability is a difficult issue in this method of sampling, this study does provide a starting point for examining the reasons people use college radio sites. Invitations were sent out via e-mail on four listservs and 185 stations were contacted individually from on-line college radio lists. The on-line survey was conducted by the S-Ware WWW Survey Assistant (Schmidt, 1998), an electronic program that created the HTML coding to allow the user to take the survey on the Web. This program collected the data and sent it back to a single site where the data was downloaded to a file for statistical analysis. College stations were asked to put an HTML code on their homepages. The code was a "jpg" banner that asked users to participate in the survey. When the user clicked on the banner, they were hyper-linked a consent page, then to the survey.

The questions were a combination of demographic-oriented, use-oriented, and value-oriented inquiries. Users were required to answer every question before the survey could be completed and submitted to the database. The survey questioning techniques used several HTML strategies including pull-down menus, radio buttons, point and click check boxes, and an open text box for open-ended qualitative data collection.

Twenty-six stations participated in the study. The survey icon remained on the main pages of these sites for a six-week survey period. A supplemental survey data collection was also held after the initial data collection period to allow stations that were not able to participate in the full collection period. In the supplemental period, only 41

additional surveys were submitted. A total of 568 completed user surveys were collected. This was the final number from both the initial and supplemental data collection periods.

One station site, KUOM at the University of Minnesota, accounted for almost a quarter of the completed surveys. There could be several explanations for the high number of completed surveys from this one particular radio station page. Possible explanations include the page being hosted by a large university that may have a larger pool of listeners (students) simply because of the size of the institution. Secondly, part of the reason could be that this university is also located in a large metropolitan market (Arbitron market number 17), and would also have more potential users simply because of the market size.

The most likely explanation the for the World Wide Web page of KUOM accounting for nearly a quarter of all completed surveys in this study is that this particular station is an AM outlet that is required to sign off the air between dusk and dawn. When this station signs off the over the air broadcast, it continues to operate by Webcasting. In other words, the station operated over-the-air during daylight hours, and at night, the listeners were directed to the World Wide Web to hear the station being streamed through the Internet. This seems to be the most reasonable explanation for the high number of users that completed surveys from this site. Of course, it could have been a combination of all three factors that accounted for the high number of surveys from KUOM.

In an attempt to gather data that would determine a response rate, a counter was placed on the consent page where the user agreed or disagreed to take the survey. While this is not an exact count of how many either decided "yes" or "no," due to the user's

ability to leave the page without clicking on either box, it does give an indication of how many people actually were faced with the decision of whether to take the survey.

The figures here may also be inflated somewhat because users who were under the age of 18 were asked not to take the survey. Human subjects guidelines at the researcher's institution prohibited persons under 18 from participation. While there was no way to actually prevent users under the age of 18 from taking the survey, they were at least discouraged. Had this not been an issue in this research, the response rate may have been different.

The counter on the consent page indicated that 1705 people hit the page during the initial data collection period. During the initial data collection period, 527 surveys were completed. This suggests a response rate of about 32 percent (32.35 %). While this is not an exact response rate for the reasons described, it does provide a response rate that compares favorably with many mail survey response rates (Singletary, 1994).

RESULTS

Users were asked a series of questions concerning reasons for using college radio Web pages. One question asked users, "What is the main reason you use college radio stations Web sites?" Respondents were given a choice of five responses and were asked to choose only one response. The choices were "to check the music," "to strengthen ties with the university," "to get information," "to be entertained," and "no particular reason." These choices are based on previous broadcast Web site use studies by King and Murphy, and are basically derivatives from previous uses and gratifications studies by Rubin and others. Some are more information seeking type uses like "check on music," while others are traditional entertainment uses. Users were also asked to choose the technological

aspects (Internet functions) they valued in college radio sites. Participants in the survey were given four choices, " A Web-Ring program that links me to similar sites," "downloading things from the site," " listening to audio files," and "audio streaming" and were allowed to pick as many answers as they wanted.

Users of these sites chose "audio streaming" as the most valued interactive tool on college radio Web sites. More than 80% (82%, n=469) of users say that they value being able to hear the station "Webcast" over the Internet. The second most valued interactive feature is being able to listen to audio files. Many radio stations will put samples of new music, or a featured artist on their pages for users to listen to, and apparently that is a valued strategy. Over half of the users (54.1%, n=308) in the survey indicate that being able to hear music files is a valued aspect of the Web site. Just over 40% of respondents (42%, n=239) say they value being able to download things from the site. Typically radio stations will offer specialized software, prizes and promotional items on these sites that users can download to their computers. Finally, about a third (30.1%, n=171) of users vale Web-rings that lead surfers to like-sites, fan clubs, or other unofficial sites.

[TABLE 1 ABOUT HERE]

When asked to choose one main reason a user surfs a college Web site, the answer is clear, almost half of the respondents, 43.5%, say that they are there to check on the music. About a quarter of the people taking the survey, 24.5%, indicate getting information is the main use of a college radio Web page. Entertainment was the next choice of the main reason for being on a college radio site, followed by no particular reason (surfing) and finally strengthening ties with the school. These figures are the

overall answers for the question "What is the main reason you visit college radio Web sites." These figures do not account for different sub-groupings like gender and age.

In order to determine if there may be any gender differences in these main reasons, a chi square was run to look for gender differences for site use but there was no statistical difference in the reasons women and men use college radio station pages (Chi-Square= 4.717, p.= .318). Then a series of analyses were conducted comparing different variables and the choice of "main reason" patrons use college radio station Web sites. This is where several use patterns, including the social integration function of media, begin to emerge.

[TABLE 2 ABOUT HERE]

When crosstabulating the variables "main choice" and age, there is a clear indication that as users of these sites get older, the social integration function becomes more important. As Table 3 indicates, in the age range of 35 and higher, or the non-traditional college age, strengthening contact with the school is the most important use of these Web pages. The other three age categories, which are closer to the age of a college student, different use patterns emerge. Surfing may be the reason younger users are on these sites as in the age range of 18-21, patrons could give no particular reason for using a college radio station Web page. Checking on music, in the form of playlists and feature stories seems to be one of the reasons that many users navigate college radio station Web sites. Clearly, checking on music is important to people in the age range of 26 to 34. For older users, parents maybe, these sites are a way to connect to the university, or possibly the children who work at these stations.

[TABLE 3 ABOUT HERE]

Those who use the Internet are generally well educated. Nearly 80 percent of Internet users in the United States say they have either some college, a college degree or a Masters degree (Pitkow, 1998). Users of college radio station sites that have degrees, or a graduate degree, say the need to strengthen contact with the school is the main reason they visit college pages. Those with some college, indicate they are not there to strengthen ties to the school.

[TABLE 4 ABOUT HERE]

To determine the strength of allegiance to these schools that these users have, the question was asked whether these users were alumni of the schools that hosted the college radio stations sites. Among alumni of these colleges, staying in touch with the university is also the main reason for using the college radio site. Those who graduated from the school hosting the college radio station page say that the social integration function is the main reason they use the site. Other users, like those who didn't graduate from the school and presumably have no ties to the college say they are there probably to check the music. Those who are attending the school that hosts the site say they are there for no particular reason -- just surfing. Clearly, alumni use the college radio station Web page for social integration -- to help strengthen ties to the university where they spent time, and quite possibly to which they have a strong allegiance.

[TABLE 5 ABOUT HERE]

Radio stations are limited in the geographical area they cover. College radio stations have historically been at a disadvantage in this area of technology because *most* college radio stations are low wattage facilities. Most of these stations simply cover the city in which they are based and that's about it. The World Wide Web is a different story however. The Internet is truly a global medium. People who can hear the college radio broadcasts use the accompanying Web site differently than those who are out of range of the broadcast signal, even though they may have access to both.

[TABLE 6 ABOUT HERE]

Table 6 indicates those people who cannot hear the broadcast signal of the college radio station, do use the Web site to strengthen ties to the school (87%, Adjusted Residual 4.6). For those Web site users who can hear the signal, the social integrative function is not an important use.

It may be apparent that people who graduated from the host schools of these sites would use them to maintain a contact with the school. What is intriguing is that a college *radio station* site would be a vehicle for alumni to maintain a relationship with their alma mater. It seems that a college radio station Web site, would be an unlikely source for people to use to feel closer to a university or college.

CONCLUSIONS

This study, as many media uses and gratifications studies before it, indicates that people do have specific uses for college radio station Web sites. Like previous studies on traditional media Web sites, this study indicates most audiences uses of college radio sites are entertainment oriented. However, for the first time, there is an indication that people use media-based Web sites for the social integration function.

Clearly college radio station Web sites have a core audience, and that audience uses these Web pages for varying reasons. Patrons of these sites also value certain Internet technologies more than others. However, for the educators and professionals who are given the task of overseeing this new medium, a medium that is being integrated into the *broadcast* facility, these results have meaning.

The adviser of the radio station Website should understand if the college radio station has an Internet presence, people want to hear the signal. Users want to hear what is going on the air. Secondly, the interactive nature of the Internet seems to be important to the audience of college radio station Web site. While currently a controversial subject, users of college radio station pages want to be able to download or hear music file in the form of .wavs or MP3s. They want to be able to sample the music. Advisers should be careful concerning what audio files are made available for sampling.
MP3.com (MP3.com, 2000) and Napster (CNN.com, 2000) are currently either in negotiations with record companies or the courts concerning the rights to put MP3 files on their sites. However, many new artists and record labels provide some music in the MP3 format for free as promotional items for use on college Web pages.

Younger users of college radio station Web sites, like the entertainment a college radio station site provides. Checking on the music and just plain surfing seem to be big uses of these sites for the younger crowd. That's not entirely unexpected, but as age goes up, uses of these sites change. Older people, perhaps parents and alumni are actually using college radio station Web sites to strengthen ties with the college, or the social integration function. It seems an unlikely place to maintain ties with the school, but it does make sense that the older users of these pages would use them to keep tabs on their children. One user noted that, "The radio site makes Kansas a little closer to Texas. I can hear my daughter when she's on the radio."

It is important to note that the social integration function is a use of these sites. For the advisers and developers of the college radio sites, it provides an opportunity to create content on the site that will fulfill this need. It may also be important from a funding point of view. Users of these sites may be more apt to donate, buy promotional items, or be involved in promotional activities if there is that type of information on the site. College radio, and the accompanying sites, are often overlooked mediums. However, there is an audience for this medium, and the audience is sizable enough, that it shouldn't be overlooked.

REFERENCES

Arbitron. (2000). Audience composition (alternative format). Retrieved September 4, 2000 from the WWW Site: http://www.arbitron.com/radiosurvey/mm001025.htm.

Bates, B., Chambers, T., Emery, M., Jones, M., McClung, S. & Park, J. (1996). "Television on the Web 1996: Local television stations' use of the world wide web." Paper submitted to the Communication Technology and Policy Division, AEJMC annual convention 1997, Chicago IL.

Berelson, B. (1949). What missing the newspaper means. Reprinted in Schramm, W. (Ed.) (1954) 36-47. The Process and Effects of Mass Communication. Urbana: University of Illinois Press.

Brant, B.G. (1981). The college radio handbook. Blue Ridge Summit, PA: Tab Books Inc.

Cantril, H. (1942). Professor quiz - A gratification study. Cited in Lazarsfeld, P. (1940) 64-93. Radio and the Printed Page. New York: Duell, Sloan and Pearce.

CNN.com (2000). Retrived December 1, 2000 from the WWW site: http://www.cnn.com/2000/LAW/10/transcripts/fl.grierson.napster.10.04/

Dominick, J.R. (1974). The portable friend: Peer group membership and radio usage. Journal of Broadcasting. 18:2, Spring. 161-170.

Eighmey, J. (1997). Profiling user responses to commercial Websites. Journal of Advertising. May-June. 59-66.

Eighmey, J. & McCord, L. (1998). Adding value in the information age: Uses and gratifications on the world wide Web. Journal of Business Research. 41, 187-194.

Esparza, V. (1999). The two faces of college radio. Retrieved June 8, 1999 from the WWW Site: http://www.gavin.com/industry/industry/faces_college.shtml.

Herzog, H. (1944). What do we really know about daytime serial listeners? In Lazarsfeld, P. and Stanton, F. (Eds.) Radio Research 1942-1943. New York: Duell, Sloan, Pearce.

Katz, E., Gurevitch, M. & Haas, H. (1973) On the use of mass media for important things. American Sociological Review. 38. 164-181.

Kaye, B.K. (1998). Uses and gratifications of the world wide Web: From couch potato to Web potato. The New Jersey Journal of Communication. 6, No. 1, Spring 1988. 21-40.

King, R. (1998). Dissertation: The uses and gratifications of the World Wide Web: An audience analysis for local television broadcasters - Online executive summary. Retrieved from the WWW site. http://www.ptloma.edu/academicdepartments/communications/king/intro.html

McClung, S.R. (1999a). Unpublished Manuscript. Doctoral Dissertation. Uses of college radio station Web sites: An exploratory study.

McClung, S.R. (1999b). Who uses college radio station Web sites? Feedback. Vol. 40, no.4. 27-34.

McQuail, D. (1987). Mass Communication Theory. (2nd. Ed.) London: Sage.

McLuhan, M. (1964). Understanding Media. New York: McGraw Hill.

Mendelsohn, H. (1964). Listening to radio. In Dexter, L.A. and White, D.M. (Eds.) People Society and Mass Communications. London: The Free Press of Glencoe. 239-249.

M.I.T. (2000). Retrieved July 1998 from the WWW Site: http://wmbr.mit.edu/stations/format9.html#col

MP3.com (2000). Retrieved Dec 5, from the WWW Site: http://progress.mp3.com/

Murphy, R. E. (1998). Unpublished Manuscript. Doctoral Dissertation. Determining the value of radio station Web sites.

Peled, T. and Katz, E. (1974). Media functions in wartime: the Israel homefront in October 1973. In Blumler, J and Katz, E. (Eds.). 49-70. The Uses of Mass Communications: Current perspectives on Gratifications Research. Beverly Hills: Sage.

Pesha, R. (1997). Simulating broadcasting in the real world. Feedback. Winter, vol. 38, no.1. 1-3.

Pitkow, J. (1999). GVU Tenth www user survey. Retrieved from the WWW site: http://www.cc.gatech.edu/gvu/user_surveys/.

Rubin, A.M. (1983). Television uses and gratifications: The interactions of viewing patterns and motivations. Journal of Broadcasting, 27(1), 37-51.

Schmidt, W.C. (1998). Retrieved July 25, 1998 from the WWW site: http://or.psychology.dal.ca/~wcs/hidden/home.html

Singletary, M. (1994). Mass Communication Research. New York and London: Longman.

Smethers, S. (1998). Cyberspace in the curricula: New legal and ethical issues. Journalism and Mass Communication Educator. Winter 1998, 52/4. p. 15-23.

Snowball.com. (2000). Retrieved September 4, 2000 from the WWW site: (http://www.highschoolalumni.com/hsaroot/PickState.html 2000)

Thompsen, P. (1992). Embracing the electronic sandbox: A plan for improving the educational value of student-operated radio stations. Feedback. Winter 1992, vol. 33, no.1. p.1.

TABLES

Table 1. Main reasons for using college radio sites.

Main reason for visiting CR site

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To check the music	247	43.5	43.6	43.6
	To get information	139	24.5	24.5	68.1
	To be entertained	94	16.5	16.6	84.7
	No particular reason	54	9.5	9.5	94.2
	It helps me strengthen contact with the college	33	5.8	5.8	100.0
	Total	567	99.8	100.0	
Missing	Invalid response	1	.2		
Total		568	100.0		

Table 2. Gender Differences.

			Gender		
			Male	Female	Total
Main Reason for visiting College Radio site	To check the music	Count	194	53	247
		% within Main Reason	78.5%	21.5%	100.0%
		Adjusted Residual	1.7	-1.7	
	It helps me strengthen contact with the college	Count	21	12	33
		% within Main Reason	63.6%	36.4%	100.0%
		Adjusted Residual	-1.6	1.6	
	To get information	Count	103	36	139
		% within Main Reason	74.1%	25.9%	100.0%
		Adjusted Residual	-.3	.3	
	To be entertained	Count	67	27	94
		% within Main Reason	71.3%	28.7%	100.0%
		Adjusted Residual	-.9	.9	
	No particular reason	Count	41	13	54
		% within Main Reason	75.9%	24.1%	100.0%
		Adjusted Residual	.1	-.1	
Total		Count	426	141	567
		% within Main Reason	75.1%	24.9%	100.0%

Chi Square=4.717, p=.318

Table 3. Age crosstabulation with main reason for visiting site.

			AGE				
			18-21	22-25	26-34	35 or Higher	Total
Main reason for visiting College Radio site	To check the music	Count	54	61	82	46	243
		% within Main Reason	22.2%	25.1%	33.7%	18.9%	100.0%
		Adjusted Residual	-2.3	.9	3.6	-2.1	
	It helps me strengthen contact with the college	Count	3	5	8	17	33
		% within Main Reason	9.1%	15.2%	24.2%	51.5%	100.0%
		Adjusted Residual	-2.4	-1.1	-.3	3.9	
	To get information	Count	42	32	29	36	139
		% within Main Reason	30.2%	23.0%	20.9%	25.9%	100.0%
		Adjusted Residual	.9	-.1	-1.6	.8	
	To be entertained	Count	30	22	21	21	94
		% within Main Reason	31.9%	23.4%	22.3%	22.3%	100.0%
		Adjusted Residual	1.1	.0	-.9	-.2	
	No particular reason	Count	24	11	7	11	53
		% within Main Reason	45.3%	20.8%	13.2%	20.8%	100.0%
		Adjusted Residual	3.1	-.5	-2.3	-.5	
Total		Count	153	131	147	131	562
		% within Main Reason	27.2%	23.3%	26.2%	23.3%	100.0%

Chi Square= 39.870, p.= <.001

Table 4. Education crosstabulation with main reason for visiting site.

			Education				
			High School	Some College	College Graduate	Graduate Degree	Total
Main reason for visiting College Radio site	To check the music	Count	17	89	84	32	222
		% within Main Reason	7.7%	40.1%	37.8%	14.4%	100.0%
		Adjusted Residual	-2.2	.9	1.0	-.6	
	It helps me strengthen contact with the college	Count	2	2	18	10	32
		% within Main Reason	6.3%	6.3%	56.3%	31.3%	100.0%
		Adjusted Residual	-.9	-3.8	2.6	2.5	
	To get information	Count	21	50	42	19	132
		% within Main Reason	15.9%	37.9%	31.8%	14.4%	100.0%
		Adjusted Residual	2.0	.0	-1.0	-.4	
	To be entertained	Count	12	35	27	16	90
		% within Main Reason	13.3%	38.9%	30.0%	17.8%	100.0%
		Adjusted Residual	.7	.2	-1.2	.6	
	No particular reason	Count	7	24	15	5	51
		% within Main Reason	13.7%	47.1%	29.4%	9.8%	100.0%
		Adjusted Residual	.6	1.4	-.9	-1.2	
Total		Count	59	200	186	82	527
		% within Main Reason	11.2%	38.0%	35.3%	15.6%	100.0%

Chi-Square= 29.128, p.= .004

Table 5. Graduation crosstabulation with main reason for visiting site.

			Did you graduate from this school?				
			No	Yes	Currently attending	Attended but didn't graduate	Total
Main reason for visiting College Radio site	To check the music	Count	147	46	33	21	247
		% within Main reason	59.5%	18.6%	13.4%	8.5%	100.0%
		Adjusted Residual	2.5	-.5	-3.1	.6	
	It helps me strengthen contact with the college	Count	12	19	1	1	33
		% within Main reason	36.4%	57.6%	3.0%	3.0%	100.0%
		Adjusted Residual	-2.0	5.7	-2.4	-1.0	
	To get information	Count	71	20	35	13	139
		% within Main reason	51.1%	14.4%	25.2%	9.4%	100.0%
		Adjusted Residual	-.6	-1.8	2.1	.8	
	To be entertained	Count	54	15	19	6	94
		% within Main reason	57.4%	16.0%	20.2%	6.4%	100.0%
		Adjusted Residual	.9	-1.0	.3	-.5	
	No particular reason	Count	19	11	21	3	54
		% within Main reason	35.2%	20.4%	38.9%	5.6%	100.0%
		Adjusted Residual	-2.8	.2	3.9	-.6	
Total		Count	303	111	109	44	567
		% within Main reason	53.4%	19.6%	19.2%	7.8%	100.0%

Chi-Square= 58.856, p.= <.001

Table 6. Listening range crosstabulation with main reason for visiting site.

			Can you hear the radio signal live where you live?		
			No	Yes	Total
Main reason for visiting College Radio site	To check the music	Count	119	128	247
		% within Main Reason	48.2%	51.8%	100.0%
		Adjusted Residual	-.5	.5	
	It helps me strengthen contact with the college	Count	29	4	33
		% within Main Reason	87.9%	12.1%	100.0%
		Adjusted Residual	4.6	-4.6	
	To get information	Count	60	79	139
		% within Main Reason	43.2%	56.8%	100.0%
		Adjusted Residual	-1.7	1.7	
	To be entertained	Count	47	47	94
		% within Main Reason	50.0%	50.0%	100.0%
		Adjusted Residual	.1	-.1	
	No particular reason	Count	25	29	54
		% within Main Reason	46.3%	53.7%	100.0%
		Adjusted Residual	-.5	.5	
Total		Count	280	287	567
		% within Main Reason	49.4%	50.6%	100.0%

Chi-Square=22.078, p.= <.001